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ABSTRACT

Native Americans know that they have a complex social, political, and economic heritage, and they have been concerned that social studies textbooks describe the history, traditions, and values of Indian tribes much too simplistically and generally. To address the need for Indian heritage to be presented without bias, use of stereotypes, or perpetuation of myths, the Commission on Indian Services established a working committee representing Indian communities to conduct an intensive review of 29 grade 4-12 United States history textbooks scheduled for possible adoption by the state of Oregon in 1978. Community committees composed of Title IV staff and concerned parents reviewed 7 or 8 tests using uniform criteria established by the working committee and the State Textbook Commission. The criteria evaluated such aspects as: accuracy of data; Indian history as an integral part of American history; Indian culture as a dynamic process; national and worldwide contributions of Indians; the special social, economic, and political position of the Indian in American history; religious and philosophical contributions; illustrations; overall objectives of the text; presentation of content; style and tone; and learner appropriateness. Six texts were judged acceptable, 3 were acceptable if supplemented, 1 was found not applicable, and 19 were rejected as unacceptable. Specific strengths and/or weaknesses were cited for each text. (NEC)

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FINAL REPORT

OREGON INDIAN TEXTBOOK REVIEW PROJECT

Submitted To The

OREGON COMMISSION ON INDIAN SERVICES
Contract 909-4000

OREGON DEPARTMENT OF EDUCATION TEXTBOOK
Contract ODOE 343-6000

January 31, 1979

PACIFIC NORTHWEST INDIAN READING & LANGUAGE DEVELOPMENT PROGRAM

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I. INTRODUCTION

In 1977 the Commission on Indian Services conducted a series of eight regional meetings with tribes and Indian communities in Oregon. This group concluded that Native Americans across the state are quite concerned that social studies textbooks describe the history, traditions and values of Indian tribes much too simplistically and generally. Local Indian people know that they have a complex social, political and economic heritage and they would like for it to be recognized.

To address this need, the Commission on Indian Services recommended that a broadly representative committee be established to conduct an intensive review of social studies textbooks scheduled for possible adoption by the state of Oregon in 1978. This committee would be responsible for judging how accurately these materials portray Indian tribes. They would then prepare a list of those they considered highly reliable or seriously deficient for local communities and school districts to consult when purchasing textbooks.

The Commission on Indian Services and the Oregon Department of Education each contracted with the Pacific Northwest Indian Reading and Language Development Program of the Northwest Regional Educational Laboratory to coordinate a statewide Indian community review of the social studies textbooks being proposed for adoption by the State Board of Education.

At the request of the Commission on Indian Services, the Oregon Indian Education Association appointed the following working committee to plan and conduct the reviews:

Linda Anderson	Chiloquin, Oregon
Lynn Anderson	Chiloquin, Oregon
Dean Azule	Salem, Oregon

Robey Clark	Portland, Oregon
Brad Corcoran	The Dalles, Oregon
LaVonne Edmo	Salem, Oregon
Carmen Haug	Grand Ronde, Oregon
Jim Thornton	Coos Bay, Oregon
Rick Wheelock	Medford, Oregon

The Northwest Regional Educational Laboratory staff members coordinating this project are:

Joe Coburn, Co-coordinator
Colleen Larvie, Co-coordinator
Betty Van Pelt, Secretary

II. METHODOLOGY

The Review Committee held its first meeting August 9, 1978 in Salem at the Oregon Department of Education to discuss state criteria for reviewing books, possible criteria for an Indian review, an adoption process timeline and a list of texts proposed for adoption. At that time, Jim Goddard of the Oregon Department of Education said that:

1. all reports were due before the middle of January 1979 when the Oregon Board of Education would adopt texts for the next six years, and that
2. each school district throughout the state had sets of the proposed texts available for public examination.

This information proved incorrect, and the committee had to make adjustments later on.

On August 11, 1978, Bruce Bishop, LaVonne Edmo, Dean Azule and Joe Coburn described the new project to the State Textbook Commission, whose members indicated interest in the project and offered encouragement. Subsequent work meetings were held in 1978 at the Commission on Indian Services office on September 1, September 30, November 4, November 11 and December 2.

As Review Committee members began to define their scope of work, they adopted a uniform set of criteria for all reviewers (see Appendix A) and decided to limit the review to United States history texts, since the total number of titles being considered for adoption--about 600--was so large. They agreed to assign seven or eight texts to each community for review.

After they discovered that texts were not available throughout the state, members of the Review Committee checked out the books available at the Oregon Department of Education. Other books were sent to members as they arrived at the Department of Education from publishers. In contrast, Textbook Commission field reviewers had received copies from publishers as

early as last spring. Some of the texts were not reviewed by the Review Committee because they never became available.

In early November, the Textbook Commission began a three-day work meeting. Because the Commission on Indian Services learned about the meeting only on the second day, they had insufficient time to arrange for people to attend or to prepare data to be presented.

Clement Azure, Indian Education Specialist at the Oregon Department of Education, was present at this meeting. After he explained that Review Committee members were concerned about not being notified of this step in the state's adoption process, the Textbook Commission invited them to make a presentation at their meeting on November 20, 1978, when they would decide formally which texts to recommend for adoption by the State Board of Education.

Since Review Committee members had planned for a January due date, they could not prepare a final report several months earlier. Consequently they asked the Commission on Indian Services to consider two recommendations at their meeting on November 17, 1978:

1. that the Commission on Indian Services accept an interim report of texts reviewed to date
2. that the Commission on Indian Services present this report to the State Textbook Commission on November 20, 1978, as time had been set aside for this purpose.

The Commission on Indian Services agreed and delegated Lynn Anderson and Joe Coburn to represent them in presenting the report to the State Textbook Commission.

When the presentation was made to the Textbook Commission on November 20, it was well received even though it appeared so late in the selection process. The Commission on Indian Services and the Review Committee agreed that the report would have been more forceful if it had been presented

during the usual course of investigation, but they were still pleased that the review generated considerable interest among members of the Textbook Commission and representatives of the competing publishers.

III. TEXTBOOK REVIEWS

Many of the people involved in the review process are individuals affiliated with Title IV - A Indian Education programs throughout the state--Title IV staff, parents serving on Title IV advisory committee and parents concerned about the textbooks their children read. They are:

Dean Azule - Pima
Linda E. Anderson - Klamath
Lynn Anderson - Klamath/Modoc
Gina Armstrong - Klamath/Warm Springs/Muckleshoot
Lavern Alvoroda - Yakima
Linda J. Bennett - Modoc/Klamath
Robey J. Clark - Blackfeet
Lucie Cox - Aleut
Rob Collier - Nimipo
Patricia Dumont - Klamath
Dayton Edmonds - Caddo
Taleah Edmonds
Winona M. Foster - Klamath
Margo George - The Confederated Tribes of Grande Ronde Indians, Inc.
Tabitha Hart-Scholz - Yakima/Wyampum
Carmen M. Haug - Chinook/The Confederated Tribes of Grande Ronde Indians, Inc.
Lucille Howell - Aztec
Ramona Jolly - Klamath/Yakut
LaVonne M. Lobert-Edmo - Klamath/Chippewa
Jeannette Lancaster - Shoshoni
Bryan Mercer
Sandy Owsley - Klamath
William G. Robbings - Teacher/History of The American Indian, OSU, Corvallis, OR
Herb Stamper - Crow
Esther M. Stutzman - Coos
Sharon Staki - Yakima
Mrs. Eugene J. Staki - Maidu California
Frank Sutalo - Siletz
Frankie D. Tupling - Pawnee
Jim Thornton - Cheyenne
Liz Wheelock - Ute/Navajo
Rick Wheelock - Oneida
Brad Corcoran - Parent Advisory Committee

Their conclusions are presented in this section in a summary overview followed by a summary for each individual textbook reviewed. Each textbook is "coded" according to the original materials list submitted by the State Textbook Commission. The "index" number refers to the numbered

category (e.g., 13. Social Studies--Grades K-3) and the textbook's position in that listing. Also included in this section is a sample of the instruments used by all reviewers (see Appendix A).

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Summary of Recommendations

Category and Grade Level: 15. Oregon and/or The Pacific Northwest, Grades 4 - 6

Index Number	Publisher	Title, Copyright Date, Author	Accentability
15.1	BCS Educational Aids	OREGON: THE NATURAL REGIONS (Sound filmstrip kit), c 1973 Bassett, Case & Sprague	Unacceptable
15.2	Great Western Publishing Co.	JUST IMAGINE: THE NORTHWEST YESTERDAY, TODAY AND TOMORROW, c 1977 Falkenstein & Hyde	Acceptable *
15.3	Peregrine Smith, Inc.	OREGON'S HERITAGE, c 1979 Bingham	Acceptable *

* If supplemented

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Summary of Recommendations

Category and Grade Level: 17. U.S. History & Government, Grades 7 - 9

Index Number	Publisher	Title, Copyright Date, Author	Acceptability
17.6	Harcourt Brace	AMERICA: ITS PEOPLE AND VALUES, 2nd Edition Revised, c 1979 Wood et al.	Unacceptable
17.8	Holt	THE AMERICANS: A HISTORY OF THE UNITED STATES, c 1975 Fenton et al.	Not Applicable
17.9	Houghton Mifflin	THIS IS AMERICA'S STORY, c 1978 Wilder	Unacceptable
17.10	Houghton Mifflin	FREEDOM'S TRAIL, c 1979 Bartlett	Unacceptable
17.15	Ran McNally	THE FREE & THE BRAVE, 3rd Edition, c 1977 Graff	Unacceptable
17.16	Scott Foresman	AMERICA! AMERICA!, c 1977 Buggey et al.	Unacceptable
17.18	Silver Burdett	ADVENTURES IN AMERICAN HISTORY, c 1979 (Low level) Glanzrock et al.	Unacceptable

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Summary of Recommendations

Category and Grade Level: 21. U.S. History, Grades 9 - 12

Index Number	Publisher	Title, Copyright Date, Author	Acceptability
21.a.2	Addison-Wesley	AN AMERICAN HISTORY, c 1978 (Advanced) Gruver	Acceptable
21.a.3	Allyn & Bacon	THE AMERICAN ADVENTURE: Volume 1, 20,000 B.C. - 1880 A.D., c 1975 Volume 2, 1380 - Present, c 1977 ERCA	Unacceptable
21.a.4	Allyn & Bacon	THE PAGEANT OF AMERICAN HISTORY, c 1975 (Low Level) Leinwand	Unacceptable
21.a.9	Harcourt Brace	RISE OF THE AMERICAN NATION, Heritage Edition, c 1977 Todd & Curtis	Unacceptable
21.a.10	Harper & Row	A PEOPLE AND A NATION, 2nd Edition, c 1977 Ver Steeg & Hofstadter	Unacceptable
21.a.11	Holt	PEOPLE AND OUR COUNTRY, c 1978 Risjord & Haywoode	Unacceptable
21.a.12	Houghton Mifflin	THESE UNITED STATES, c 1978 Shenton	Unacceptable
21.a.13	Laidlaw	A HISTORY OF OUR AMERICAN REPUBLIC, c 1979 Linden et al.	Unacceptable
21.a.14.a	Laidlaw	FOUNDATIONS OF FREEDOM-- United States History to 1877, 2nd Edition, c 1977 Eibling et al.	Unacceptable

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Summary of Recommendations

Category and Grade Level: 21. U.S. History, Grades 9 - 12

Index Number	Publisher	Title, Copyright Date, Author	Acceptability
21.a.14.b	Laidlaw	CHALLENGE AND CHANGE -- United States History: The Second Century, 2nd Edition, c 1977 Eibling et al.	Unacceptable
21.a.15	Lippincott	THE SEARCH FOR IDENTITY: Modern American History, c 1978 Text and Duplicating Master Tests Wiltz	Unacceptable
21.a.17	MacMillan	HISTORY OF A FREE PEOPLE, c 1978 Bragdon, McCutcheon et al.	Unacceptable
21.a.19.a	Rand McNally	THE GRAND EXPERIMENT: The Call of Freedom (Through Civil War), c 1978 Graff & Bohannan	Acceptable
21.a.19.b	Rand McNally	THE GRAND EXPERIMENT: The Promise of Democracy (From Civil War to Present), c 1978 Graff & Bohannan	Acceptable
21.a.21	Scott Foresman	THE AMERICAN DREAM, c 1977 Smith	Acceptable
21.a.22.a	Scott Foresman	PROMISE OF AMERICA -- The Starting Line, 2nd Edition, c 1975 (Low level) Cuban	Unacceptable
21.a.22.c	Scott Foresman	PROMISE OF AMERICA -- Breaking & Building, c 1975 (Low level) Cuban	Acceptable

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Summary of Recommendations

Category and Grade Level: 21. U.S. History, Grades 9 - 12

Index Number	Publisher	Title, Copyright Date, Author	Acceptability
21.a.22.d	Scott Foresman	PROMISE OF AMERICA -- Sidewalks, Gunboats & Ballyhoo, c 1975 (Low level) Cuban	Acceptable

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Summary of Recommendations

Category and Grade Level: 30. Jr. High Multi-Discipline Studies, Grades 7 - 9 (Social Studies)

Index Number	Publisher	Title, Copyright Date, Author	Acceptability
30.6	Silver Burdett	LET FREEDOM RING, c 1977 Brown et al.	Acceptable *

* With reservations

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 15.1

Category and Grade Level: Oregon and/or The Pacific Northwest, Grades 4 - 6

Publisher	Title and Copyright Date	Author
BCS Educational Aids	OREGON: THE NATURAL REGIONS, c 1973 Sound Filmstrip Kit: Oregon: An Overview Oregon: The Coastal Region Oregon: The Willamette Valley Oregon: The Cascade Range Oregon: Blue Mountains and Deschutes-Umatilla Plateau Oregon: Southeastern Regions	Bassett, Case, Sprague

This material does not apply to the American Indian. Moreover, the filmstrips are boring and would be difficult for anyone to appreciate.

Note: There were potential topics to explore: i.e., geographic names such as Umatilla, Tillamook, Wallowa, etc., but were offered with no background material whatsoever.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE*

Index Number: 15.2

Category and Grade Level: Oregon and/or The Pacific Northwest, Grades 4 - 6

Publisher	Title and Copyright Date	Author
Great Western Publishing Co.	JUST IMAGINE: THE NORTHWEST YESTERDAY, TODAY AND TOMORROW, c 1977	Falkenstein & Hyde

An acceptable text for 4th-6th grade people. *The text is not adequate on its own, however. It must be supplemented with other materials, or used as a supplement to another basic text. It attempts to be fair in its coverage of issues and portrays the American Indian without bias or tokenism. The book examines many contemporary issues and subjects, i.e., environmental quality, civil rights and the economy.

Note: Pages 18-24; 69; 78-80; 126: Indians are portrayed as proud and contributing.

The book approaches some complex issues such as fishing rights, treaties and reservations, dealing with them on a level comprehensible to a 4th grader.

The format is appealing to youngsters and encourages imagination and thinking. It mildly fulfills all General Criteria as per Textbook and the American Indian (1979).

Evokes a positive image of the Indian.

Room for Improvement: Text would not work as a stand-alone for an entire year. Best used with a basic text as valuable supportive information.

Tries to cover all bases and comes off a bit fragmented at time, i.e., the fishing rights issue needs more information.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE*

Index Number: 15.3

Category and Grade Level: Oregon and/or The Pacific Northwest, Grades 4 - 6

Publisher	Title and Copyright Date	Author
Peregrine Smith, Inc.	OREGON'S HERITAGE, c 1979	Bingham

The majority of reviewers felt that this was an acceptable text, only if supplemented with other material. On the whole, the text does try and at times does a fair job of incorporating the involvement of Indian people throughout the historical events which take place. The author tries to present the fact that Indian cultures and white cultures were different, and that these differences created problems. He also speaks to the fact that difference is good.

* Reviewers emphasize the need for additional materials to accompany this text. One reviewer found it lacking to the point of being unacceptable.

Note:

The text gives an explanation of the differences which existed between the tribes on the Oregon Coast and the tribes East of the Cascades. A brief description of the lifestyles are presented regarding each area.

The author gives the Indian point of view.

The author's section on minorities is good and offers some good thought questions.

The Indian is given credit for helping the settlers and guiding explorers.

A very positive statement: "A glance at any map of our region shows the continuing influence of the first Americans. If you live in Tillamook or Chiloquin, Oregon; in Kamiah or Pocatello, Idaho; or in Seattle or Walla Walla, Washington you recognize your home town has taken its name from Indians."

On pages 86-87, the idea of Indian people having forms of self-government today is mentioned. "There are some tribes who still have a government of their own. One group that has been very successful lives on the Warm Springs Reservation."

(cont'd) Further description is given to all the different assets of the Warm Springs Tribes.

"The Umatilla and the Klamath Indians have a form of tribal government but the Klamath Indians now do not have a reservation." It appears more mention or additional detail could be given to these tribes as well. One also gets the feeling that the "Forms" of self-government are completely different from that of the State or any other people.

But: From one reviewer who labeled the book unacceptable: "In this book, Indians are not mentioned except as historical oddities that settlers came across once in a while and who usually gave the settlers and missionaries a hard time. When reading it, one could easily be led to believe Indians did not and do not exist in Oregon as cultural groups with specific lifestyles, philosophies, contributions and social systems."

From another reviewer: "Although the text does attempt to present both sides of issues, and it does try to present ideas positively and fairly, it could offer additional information regarding the activities engaged in by both the Indian people and White people. More material could be presented regarding Indian contributions and accomplishments."

Room for Improvement: <u>There are some examples of demeaning references and stereotyping</u>:

Page 24, paragraph 2: Sounds like potlatches were a vain display of arrogant materialism.

Page 25: The religious significance of the "Spirit Quest" was not mentioned. It would seem that this particular event in an Indian child's life was a game. Author's treatment is much too flippant.

Pages 26-27: It is important to know that children gave more to the early settlers - one gets the impression they only acted as guides.

Pages 49-50: A primitive, derogatory description of the Northwest tribes.

Page 74: Mentions the "Indian Problem" - very one-sided, i.e., what about the "White Problem"?

Pages 76-77 "Nez Perce Outbreak": Totally over-simplified and negative towards the Nez Perce Tribe.

Page 107: "Let's take a look at some of Oregon's minorities today" involves three paragrpahs devoted to Indians saying how much better off they are today because of government and white influence.

(cont'd)

Pages 119-120: "Camas was a favorite food of Pacific Northwest Indians" and "The Indians loved a l l berries." examples of stereotyping.

Some questions are left dangling:

Page 15: "Recently our government has restored the old time fishing rights to the Indians." Debatable statement. Also does not mention the fight Indians have had in getting rights.

Page 22: The author seems to take for granted the Bering Sea theory: "When European explorers came to the Pacific Northwest Coast, they found Indians. They were descendants of these early (Asian) immigrants." He does not explain where the term Indian came from.

Page 60: Use of the newspaper picture of the infant in a cradle board is misleading, as is the statement: "Likely the drawing was used to show that Indians who did such things to babies needed religious teaching." This section leaves too much to student conjecture when it could have better explained the subject of religion and the Indians.

There are omissions, e.g., thought question (page 60) #3: "How did the increasing number of people coming into Oregon change the situation for the people already there, both Americans and British?" What about the Indian people? No mention of them, as though they had disappeared.

Page 68: The section covering "Territorial Decade 1849-59" does not answer why Indians were not counted in the census. Did the Indians have a vote? If not, why not? Were Indian people considered Oregonians?

Page 69: Mentions treaties - does not explain why treaties did not work or how the tribes were tricked and forced into treaties.

Page 86: "They got the money from the United States government. This money was paid to the Indians for the loss of their fishing grounds at Celilo Falls." This should be better explained. Too many people think the government gives Indians money just for being Indian, while in fact, money transactions are business deals and payment for services.

"Recent court decisions have given Oregon Indians back their fishing rights. They are allowed to fish pretty much when and where they please." This is simply untrue. Indian fishing is regulated both by State and tribal law. In fact, the author should have given more time to treaty rights, modern Indian probelms, conditions, etc. Termination, for example, mentioned on page 107 was a disastrous policy for Indians, but was not given much discussion.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 17.6

Category and Grade Level: U.S. History and Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Harcourt Brace	AMERICA: ITS PEOPLE AND VALUES, 2nd Edition Revised, c 1979	Wood et al,

The text offers little for the American Indian student to make a positive identification with U.S. History. In additon, the omission of important historical events prevents its positive recommendation.

On a Positive Note:

The authors appear to have made an effort to incorporate information about Indian History into their text. There are a relatively large number of entries which, for the most part, are interspersed throughout the text. There are some fairly detailed descriptions of a number of Indian Peoples - (Mayan, Aztecs, Inca, Eastern Woodland, Intermountain, Northwest Coast, among others.)

The book's explanation of Indian reservations (pp. 449-500) leaves the impression that the government gave the land to the Indian People. It is actually the other way around. The tribes typically signed treaties in which they ceded the majority of their land to the federal government in exchange for certain guarantees including the right to reserve a portion of their own land for their own use, (Hence, the term reservation).

But:

The book briefly discusses the 1934 Indian Reorganization Act, but omits the Dawes Act under which Indian people lost millions of acres of reservation land which was sold without their consent. Nor does the book mention the establishment of the Indian Land Claims Commission through which federally recognized tribes could sue the government for the value of the reservation land they lost under the Dawes Act. Current treaty disputes and Indian land claims are widely publicized and misunderstood, so this information is very important.

The book discusses the participation of the League of Iroquois in the French and Indian War, but doesn't relate how the political structure of the League affected Benjamin Franklin's plan for Union at Albany in 1754.

Harcourt Brace	AMERICA: ITS PEOPLE AND VALUES 2nd Edition, c 1979	Wood et al.

(con't)

The book mentions the Trail of Tears, (p. 242), but omits the fact that President Jackson defied a Supreme Court ruling which would have allowed the Cherokees to keep their land.

There is a small mistake on a map, (p. 495), which places the Arapaho in Northern Montana where the Blackfeet are actually located.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

NOT APPLICABLE

Index Number: 17.8

Category and Grade Level: U.S. History & Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Holt	THE AMERICANS: A HISTORY OF THE UNITED STATES, c 1975	Fenton et al.

The text is intended to be used in combination with a curriculum package which includes recordings, picture cards, ditto sheets and teachers manual. The program appears to utilize an inquiry technique which attempts to "Relate the past to present events or the lives of American young people today." The reviewer only had access to a copy of the student text and can offer no firm opinion about the package as a whole. However, the text offers so little information (a total of 5 entries) that it is doubtful that the book could be a useful tool in helping students to understand Indian History.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 17.9

Category and Grade Level: U.S. History & Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Houghton Mifflin	THIS IS AMERICA'S STORY, c 1978	Wilder

This text offers little to help students appreciate the proud history of American Indian People or their significant contributions to development of the country. It has a European orientation in its approach to U.S. History, beginning with the social changes in Europe which led to exploration and colonization.

Note: The text has approximately 40 references to Indians which are interspersed throught the book, but most of the information is clustered in a single section in pages 432-38.

Most of the references are brief and give little indication of the important impact that Indian People have had on national development. One favorable exception is the text's discussion of the Iroquois support of the British during the French and Indian War. However, there is no discussion of the political structure of the League of Iroquois or the impact of the League on Franklin's Albany Plan of Union.

The text's treatment of the Removal Policy, the Plains Wars, the Reservation System and Indian Reorganization Act is oversimplified and there are important omissions, such as the Trail of Tears, and the Dawes Act.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 17.10

Category and Grade Level: U.S. History & Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Houghton Mifflin	FREEDOM'S TRAIL, c 1979	Bartlett

Although the book does contain some useful information, it can't be recommended for helping American Indian students make a positive identification with U.S. History or to bolster ethnic pride. Due to serious omissions, the book leaves the reader with the impression that the Indian people have not had any major impact on the development of the nation.

On a Positive Note: Page 30 offers a useful discussion of tribal differences.

Material does not seem to be stereotyped.

But: Most of the entries are very brief and in many cases oversimplified. For example:

The book mentions that Indian people "Figures out how to grow crops of corn, beans and squash." It could have been much better with only a little elaboration. (Why not point out that corn is a hybrid plant which took thousands of years of cross breeding and experimentation to develop? Or, mention that Indian food products account for just about half the world's food production.)

The book's explanation of the late Indian history contains the following quote, "To encourage the Indians to become small farmers, Congress in 1887 passed the Dawes Act. It began what was called the Allotment System. Reservations were cut up and small farms were given to individual Indians. The land that was left over became part of the public domain. It was quickly bought up by settlers. Under the Allotment System, the Indians lost about 60 percent of their reservation land. What remained was often desert or mountain land that could not be farmed." This entry omits the Indian Reorganization Act of 1934, and the establishment of the Indian Land Claims Commission, which are equally significant events. To say that Congress "Encouraged" Indian people to become farmers under the Dawes Act, connotes (to this reviewer, at least) that Indian people had a choice in the matter.

(con't)

Reservation land was sold without Indian consent, which was one of the reasons Congress established the Land Claims Commission in 1946.

There are also some other important omissions. In a section labeled The Trail of Tears (p. 226) the text has a relatively detailed discussion of some of the historical accomplishments of the Cherokee people, including the fact that many Cherokee had fought under Andrew Jackson at the Battle of New Orleans and hoped that he would allow them to keep their land. The book then explains that "President Jackson did nothing to help the Cherokee." In point of fact, President Jackson enforced the removal in defiance of the United States Supreme Court.

The discussion of the Northwest Ordinance of 1787 does not make any reference at all to Indian people.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

Index Number: 17.15

UNACCEPTABLE

Category and Grade Level: U.S. History and Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Rand McNally	THE FREE AND THE BRAVE, 3rd Edition, c 1977	Graff

The book is much too vague in describing American Indian history. It leaves many questions unanswered as to "Why" things happened. There are no explanations of Indian feelings or of Native American culture.

Note: Pages 8-11: A brief Summany called "Ways of Indian Life" is a very inadequate treatment of early Indian cultures.

Page 49: Under "Defeating the Iroquois" it is written: "There Champlain and his allies met the Iroquois, who were defeated because the French used guns." This is one example of the kind of vague descriptions used throughout the text. Often Indians are mentioned only as "Indians" -- not by specific tribe.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 17.16

Category and Grade Level: U.S. History and Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Scott Foresman	AMERICA! AMERICA!, c 1977	Buggey et al.

The focus on the American Indian as a history legend, and not a member of today's society, renders this text unacceptable.

It offers no insight into what it means to be a modern day Indian in today's America.

On a Positive Note: The material that is presented is generally accurate concerning contributions of Native Americans to Western Civilization.

Authors do present a sympathetic understanding for the early American Indian in the forced migrations (pages 263, 283, 284) and The Trail of Tears (pages 291, 212).

But: The book implies that before "Americanization", the game and seasonal crops were so much in abundance that the Indians' life was an easy one.

There is no discussion of the problems the Native American faces today -- what about the Indian who is no longer a member of a tribe or reservation because of termination.

There is no explanation of modern day Indian reservations and the beliefs of the people who live on them.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 17.18

Category and Grade Level: U.S. History and Government, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Silver Burdett	ADVENTURES IN AMERICAN HISTORY, c 1979 (Low level)	Glanzrock et al.
	Unacceptable text because of lack of adequate/accurate description of the Native American, in particular the quote from page 116: "Daniel Boone and a few other people knew the Indians and had a lot of respect for them, but most of the settlers hated and feared them. Settlers on the frontier became as savage as the Indians."	
On the Positive Side:	Much of the text is acceptable, i.e., the Journals of Lewis and Clark (pages 168-171), which is a fine accounting of the importance of the American Indian in the Lewis and Clark expedition.	
But:	Vague references to the Indian in American history don't put the American Indian into proper focus.	
	The authors have failed to give an adequate description of the American Indian today.	

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE

Index Number: 21.a.2

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Addison-Wesley	AN AMERICAN HISTORY, c 1978 (Advanced) Volume I (softbound), c 1976 Volume II (softbound), c 1976	Gruver

Even though these volumes skim the surface of the Native American, they are acceptable. They are lacking in information and sometimes misleading, but the books do treat many informative areas concerning the Indian people.

Note: The feature articles are informative, e.g., The Native American Democracy p. 222-226: This is the first time in a history book (according to the reviewer) that the "Great Law of Peace" influenced colonial Americans in their efforts to form a national union. Also, the article "New Worlds", pp 71-72 discusses the exploration of other planets with regard to the humane policy for Native Cultures.

The Removal Policy during the Jacksonian Era (pp. 325-329) describes the government's position and its insensitive approach.

The growth of the West (pp. 3520353) once again describes the cruel and unjust ways of the colonial Americans.

The map (p. 7) shows the different tribes before the colonial Americans and "The Indians of North America" (pp. 3-4) also discuss in more detail the different tribes before exploration.

Coercion of the Indians pp. 559-573 goes into detail about the confinement and destruction of our people with more clarity than previously seen in other history books for this age level.

Room for Improvement: There are omissions. There is no mention of Oregon Native Peoples. There is no mention of slave trade before colonization. There is no mention of the Indian peoples' religion or philosophies.

Copy is too brief: There should have been a more detailed

(con't)

account of the Colonial Americans "First Thanksgiving" and the actual aftermath. Indian contributions are not given adequate coverage. In fact, the subtitle "Indian Contributions to European Culture" is totally misleading.

There are many oversimplified generalizations: Throughout the book, individual tribes are grouped as "The Indians", and words such as fierce and aggressive are used extensively to describe different tribes. The first paragraph of p. 565 "A Sioux Uprising" is very misleading. Even though the authors discuss the aid of the different tribes to the British and French, they do not show fully the conflict the Native Americans were experiencing.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.3

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Allyn & Bacon	THE AMERICAN ADVENTURE: Volume I, 20,000 B.C. - 1880 A.D., c 1975 Volume II, 1880 - Present, c 1977	E.R.C.A.

These volumes do not adequately present the story of the American Indian. Much important information is omitted regarding Indian contributions to the history of the United States. Some information is incorrect or misleading, and although stereotyping is not blatant, it is implied throughout the material.

Volume 2 received much harsher criticism - was considered a "Total frustration" by reviewer. Volume 1 is not guilty of any gross negative statements against the Native Americans, but it gives the idea that any positive contributions, if any, were made only before the revolutionary war. As though "A great race existed with pride and dignity but that all changed with the coming of the Europeans."

Reviewers' comments are given below specific to each volume.

VOLUME I

On a Positive Note:

A-43: Breaking of stereotype.
A-44-45: Culture study guidelines may bring about understanding in its own way. Native American culture was highly advanced (except relatively primitive reference in first study question.
A-59: Europeans pay for scalps.
A-62 #3: Good study question.
A-70: Excellent study question - referring to major contribution of Native Americans to United States.
A-70: Attempt to break stereotype of Native American women.
A-81: Good list, except for omission of the fact that disease preceded Cortez was major contribution to the defeat of Aztec & other European conquest of other Native American Cultures.
A-18: Honest statement concerning the slaughter of Native Americans & force used to place them on reservations. Study questions require other sources be used.

Allyn & Bacon — THE AMERICAN ADVENTURE: — E.R.C.A.
Volume I, 20,000 B.C. - 1880 A.D., c 1975
Volume II, 1880 - Present, c 1977

But: There are some incorrect statements, as an example, on page C-178, it states "1890 - The Ghost Dance - last symbol of Indian resistance-suppressed. Sitting Bull and his Sioux were massacred at Wounded Knee, South Dakota". Sitting Bull was already dead before the massacre at Wounded Knee. The chief that was killed was Big Foot. Sitting Bull was killed on the Standing Rock Reservation while being arrested by Indian Reservation Police.

Most all references to Native Americans, after Chapter #4, deals only with confrontation in a general way. No mention is made of contributions made by Native Americans, no outstanding individuals (except in war) are brought forward for study.

See pages:

A-14: Disputed fact.
A-14: Gross understatement.
A-14: Jamestown survives - no mention of the fact that they probably would not have survived without the aid of Indians.
A-18: Beginning of Indian Wars not mentioned, 1850-1880.
A-33: Bad selection of word.
A-39: Statement does not conform with Native Americans
A-40: Old Cordillero Tradition - no index reference - not explained - no question for discussion - no referral to other sources.
A-44: Copout for limiting reference to Native Americans throughout the book.
A-57: Better picture of true culture needed to show dress before cloth was introduced.

VOLUME II

Note: The history of the American Indian is not presented as an integral part of the history of America. Rather, it sounds like they had a few skirmishes, then relinquished their lands to the Whites. No mention of help given the Whites. Only one mention of a massacre of the Indians, that was in early settlements. Hardly anything of the many hardships of Indians. Page A-10 mentions "When Europeans arrived in the New World, they found many Indian cultures. They also saw that the people were divided and unable to make strong political and military resistance against invasion."

The text incorrectly deals with the Indians' existence in America. It goes from the theory of Indians coming across the Bering Strait & Eskimos by boat from Eurasia and jumps right in on how the Europeans suffered drastic changes in the New World. It implies Columbus discovered America.

Allyn & Bacon	THE AMERICAN ADVENTURE: Volume I, 20,000 B.C. - 1880 A.D., c 1975 Bolume II, 1880 - Present, c 1977	E.R.C.A.

(con't)

Data is inaccurate or omitted. it is generalized to the point of non-importance. Page A-15: The colonists failed to find gold or silver, but they discovered a crop that would sell in Europe. For centuries Tobacco was the foundation of Virginia's prosperity. Page A-17: One fact about colonial agriculture, especially in the South, should be noted; since land was so plentiful, planters tend to wear the soil out fast. Some of the text has been deleted, but not the questions. Page B-207: What was the Termination Policy? What is the Policy of the government today? What points of view are held by Indians? Could find nothing on any of these questions in the book!

Text generalizes in describing culture and lifeways of the American Indians upon European contact. Partial descriptions. Page A-10: "The Indians in general had a profound respect for nature. Their religions led them to conserve their environment, not to abuse it or wear out its resources. Unless they cooperated with nature, nature would destroy them. Each people developed customs and characteristics that marked them off from other peoples."

The Indian culture is not shown as dynamic: Page A-10: A number of peoples did achieve a stage of development that was close to civilization. An example of such peoples was the Pueblo, with their irrigated agriculture and complex towns of apartment buildings made of dried mud (adobe). Some would add the Iroquois peoples of the Eastern Woodlands, with their settled towns composed of longhouses and their complicated political arrangements. Most people had achieved a satisfactory way of living. Some were almost entirely dependent on agriculture. Others grew crops, but supplemented them with hunting and fishing. In the desert and cold regions, people remained in the hunting-gathering stage.

The text does not deal with the situation of the American Indian in the world of today. Latest dates mentioned are 1969-70 (pp C-179-180).

No mention is made of Oregon Indians.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.4

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Allyn & Bacon	THE PAGEANT OF AMERICAN HISTORY, c 1975 (Low level)	Leinwand

This text is very weak (reviewers point out that it is the only one-volume text reviewed by them, so it is at some disadvantage); it does not cover Indian history with much detail at all. One reviewer considered the text to be a "Fine example of the very poorest of sources of information about Indian peoples and our contributions to society."

On a Positive Note: Pages 316-318 describe in a good light the Native American.

But: The text begins (page 2) with a very questionable reference to Indian people as "Immigrants" to this continent. The Bering Strait theory is presented as the only acceptable explanation of Indian Occupancy of this continent. Author Leinwand needs to be reminded that there are some serious questions concerning this theory and that students should be presented with several views of it.

Page 4 pretends to document the contributions made by the Indian people. This is a totally unacceptable section which needs considerable revision. The author's point of view is as a superior and is definitely ethnocentric. The contribution of agricultural crops, for instance, is not even mentioned! Page 4 also states that Columbus wrote that the first Native Americans he met knew nothing of weapons.

This outrageous viewpoint continues in the illustrations and maps which refer, or should refer to, Indian people. A notable section begins on page 314. "A constant danger the cowboys and homesteaders faced with the hostility of the Indians". Though this section goes on to give an amazingly short (about 2 pages) and obligatory guilt-ridden explanation of Indian policy, it follows close after a glowing account of the "Heroic" cowboy era which leaves little doubt as to the author's true feelings about westward expansion.

Allyn & Bacon THE PAGEANT OF AMERICAN HISTORY, c 1975 Leinwand
(Low level)

(con't)

"Indian Policy" is then explained in less than one page! A notably biased quote from this section is: "Because bows and arrows were less efficient than rifles, the Department of The Interior gave hunting rifles to the Indians. What was to be done when these rifles were used against the settler: (page 315). Here, the author seems to be justifying much of the often unprovoked hostility aimed at Indian people. Indians are viewed consistently as a barrier to a "Superior" culture. Modern probelems facing Indian people are not even mentioned. The treaty situation goes unexplained.

Why is it presently assumed in this text that the Native Americans (all) migrated to the Americas by way of a land mass connecting North America and Asia, whereas Archeology, Anthropology and Linguists have virtually proved at least four to six different points of origin other than Asia.

Why is the practice of scalp-taking not described as an idea of the English and French to pay bounty to the Indians for proof of death of enemies of the Whites, instead of allowing children to believe that Indians developed it?

Why is it not spelled out that the U.S. Government paid many men to kill buffalo (bison) because smart White men realized that the life blood of the Indian and buffalo were intermingled and to destroy the buffalo would destroy the Indian?

Why is so little mentioned about Sequoia, Crazy Horse, Sitting Bull, Chief Joseph, Captain Jack, Many Coups, Chief Powhatan, Red Cloud and many others?

Tobacco is mentioned as a contribution to the Whites from the Native Americans. Investigation has proved that as now used, and in the past 300 years, tobacco was and is used as a pleasurable habit forming drug, but the Native Americans, of even 200 years ago or less, originally used tobacco in ritualistic, religious and symbolic services only.

Why is it not mentioned that the White army issued measels, chicken pox, and small pox contaminated blankets to the Indians knowing that the Indian had no natural immunization to these, then White diseases?

Why is it not mentioned that the Department of the Interior was established supposedly to protect the Indian, was manned at top level by opportunist, political bureaucrats, carpet baggers and other shady characters for the most part, and even when good agents were put in control, Congress and the army overruled them.

Why is not the friendliness of the Native American to the first colonists more thoroughly explained.

Allyn & Bacon THE PAGEANT OF AMERICAN HISTORY, c 1975 Leinwand
(Low level)

(con't)

Why is not the fundamental democracy of the so-called 5 Civilized Tribes given credit as a base for the Constitution of the United States.

Why is the black slave told as being the lowest form of man in early life when blacks were granted full citizenship in 1864 and Native Americans (Indians) were not granted this privilege until 1924 - some 60 years later.

Page 62: Why is there no explanation of White members of the Boston Tea Party dressed as Mohawk Indians.

Why are not the Indians given credit for successful U.S. Signal Corps transmission by Native Dialect or language whereby codes could not be broken.

Why is not the Native American given credit for daily bathing while the Whites still used perfume to cover body odor.

Why is not the Native American given credit as the first man of any known race to brush his teeth by means of a twig chewed to a brush while still hunting on game trails.

Why is it not mentioned that Whites did not make a different shape shoe for each foot but the Native American made mocassins to "Fit" and the shape of left and right was used long before Whites developed it.

Why is not a list made of the Native Americans who have served in government positions, i.e., Senate, Congress, Supreme Court, Governors, State Legislatures.

Shifting of Mountain and Desert Indians to Florida Everglades - East Coastal Tribes to hot dry Plains areas.

Genocide can be read very apparently into books as much by omission as erroneous statements.

Why in index and preface is not the Native American mentioned as "Ethnic group" but others are.

Why is the Native American (Indian) given credit for a few food staples and very little credit for all the medical knowledge about 60% of medicines now developed in laboratories. Present medical researchers are still exploring and developing medical knowledge held by Indians mostly in Central and South America.

Why is a battle won by Native Americans (Indians) called a "Massacre" and by the Whites, "Victories".

Why isn't the genocide as practiced by the Whites against the Native American Indian explained.

TEXTBOOK REVIEW -OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.9

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Harcourt Brace	RISE OF THE AMERICAN NATION Heritage Edition, c 1977 Complete Edition or Volume 1: The Beginnings to 1865 Volume 2: 1865 to the Present	Todd & Curtis

This is a completely unacceptable text. The tone of the book is from the European viewpoint, pushing on for Manifest Destiny to get land for the Industrial Revolution. Indians are shown as a problem to be solved.

This volume may be better than most in the attempt to be fair. However, it appears that the authors know very little about the history of Indian America. They mention that Indians killed women and children in their attacks on New England villages, when most evidence shows that this type of warfare was a learned technique from the way the English fought Indians. Pre-contact Indian warfare killed only males (See Francis Jennings, The Invasion of America, 1975).

Note: This seems to be an old text first written in 1950 that has been "Updated" in subsequent years by the inclusion of much material on Blacks mainly. Indians are not shown as an integral part of American history. Page 10 sets the tone of the book with the first mention of Indians, and that is as it relates to the Europeans. One review states, "Glory hallelujah for Anglo Americans and Blacks" for these wise people from across the ocean now see their wrong doing, echoing words of sympathy for the Indian people. Yes, indeed, 'they' were the first Americans who developed cultures reminiscent of their "Asian homelands!"

Page 10 gives as fact and not theory that there was a land bridge that everyone hopped on over to North America. It also incorrectly gives a figure of 600,000 Indian people in the area of present-day United States. Some of today's more current estimates place the number of Indian people in only California at one million. Indian people are related

(con't)

to the reader in a continuation of the European viewpoint, even stating that Indian people "Had developed cultures generally similar to those of people who had lived around the Mediterranean Sea about 600 B.C.!" The short "History" of Indian people then shifts back to European explorers (page 11).

Page 66: Under the heading "Indian Cultures," are the inaccurate statements that "all were hunters," or that "in arid regions many Indians depended upon roots and berries or on insects and snakes for their food supply." This makes Indians weird and strange. There is no indication that Indians were the first city dwellers in North America, or that Indian people practiced a horticulture (agriculture) that may have been greater than that of Western Europe in 1492. Respect for stories and of religion are destroyed with "the people shared wonderful, imaginative myths about the creation of human beings, the earth, and the whole universe." The authors have no real understanding except from texts written as poorly as this one.

Other examples of European viewpoint: Page 279 where Gray "Discovered" the Columbia River, or page 67 shows Indians and French attacking a homey Massachusetts settlement. Under the heading "The First Americans," on pages 720-721 an added section to update the book is a misinformed summary of the treatment of the "Poor" Indians by the Federal Government. Some of the statements are true, but the tone is deriding. It is obviously a method of trying to update an out-of-date text.

Indians are mostly discussed as an after-thought, some of which is well done. However, the discussion of Indians is always placed in a tiny section headed "Other Minorities." Hardly a chapter or section of the book passes without a men - tion of Blacks, then under the tiny section the Indian is sympathized with and patted on the head for his ability to survive. Note, for example, that references to Indians regarding Lewis & Clark are only available as captions under pictures.

One reviewer states, "I shudder to think that my children would be forced to read the praises and inaccuracies in this book--by simple omission, the Indian is portrayed as the "Vanishing American" unable to cope with change.

Another says: This volume is typical of most textbooks on history of Indian people in North America. The text states flatly "The history of the land that later became the United States began" with the daring explorers of Western Europe. There are a few interspersed items in the first half of the book about Indian culture, but most of these fall into the "Romantic, child of the forest" category.

(con't) On a Positive Note:

One reviewer feels that it is no more quality than other 'survey' texts in its lack of depth in material dealing with Native Americans.

Faint recognition is given that fact that Indian wars were wars of national resistance (although it isn't explicitly stated in the text).

Pp. 65-68: There is mention of the clash of cultures, between Indian people and the settlers. Also, it mentioned that the settlers would not have survived without learning from the Indians and the idea that much is owed to the survival, but no specifics are mentioned. "This veiw of the environment enabled the Indians to make unique contributions to American life. In recent times, peoples everywhere have begun to relearn the priceless wisdom of the Indians concern for living in harmony with nature and the land..."., although this is a good point no further detail is provided, and if it, "The wisdom" is so "Priceless" why isn't this gone into in more depth?

The text does mention with several good explanations, the various federal acts which affected Indian people, like the Howard - Wheeler Act , Indian Reorganization, Issue of Termination, and Relocation, but it does not follow up with events which led up to these incidents or what the aftermath was like.

This text could be acceptable, but it would need a lot of supplementary information, or an exceptional teacher to bring about some balance to both sides.

I would feel more comfortable if this text was either updated, removed from the classroom, or have much additional material provided if this is used.

P. 42: The description of Degnawidah of the Iroquois "A man of magnificant vision. He dreamed of the day the Confederation would include all Indians and war would be abolished and peace would prevail throughout the land" -- despite the fact that some statements of this nature are mentioned, not enough of this occurs throughout the text.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.10

Category and Grade Level: U.S. History - Grades 9 - 12

Publisher	Title and Copyright Date	Author
Harper & Row	A PEOPLE AND A NATION, 2nd Edition, c 1977	Ver Steeg & Hofstadter

This book is unacceptable because of the almost total omission of Indian discussion and personal viewpoint. Even though the book travels from first European contact to the election of President Jimmy Carter, Indians are not even mentioned after the "Great Plains War."

On a Positive Note:

A concensus of the reviewers found A People and A Nation rarely openly derogatory. There are good additions that show that the writers tried to present non-White participation in American history.

The authors do use pictures and inject questions that attempt to ask if the rights of Indians are being considered. Illustrations are used to give the reader the idea that Indians are still there as westward White expansion continues, although in several cases much greater detail would have helped greatly.

This volume may be better than most in the attempt to be fair. However, it appears that the authors know very little about the history of Indian America. They mention that Indians killed women and children in their attacks on New England villages, when most evidence shows that this type of warfare was a learned technique from the way the English fought Indians. Pre-contact Indian warfare killed only males (See Francis Jennings, The Invasion of America, 1975).

In spite of the lack of derogatory text, the book does somehow in total come out insulting. Indians are depicted as the losing antagonists that slowed down the development of White domination. The words "Hostile" or "Savage" are seldom used, still the book makes the same insinuating statements with the omission of these words.

When Indians are mentioned in the text, about 30 times in 820 pages, it is usually as an antagonist to the colonial

and development progress of America without the value of rich culture and ideas.

On page 4: Under the three cultures of Indians, Europeans, and Africans that make up the American culture, the Mayas are used to depict American Indian contributions (although there is mention of the Iroquois and Cherokee).

On page 17: A population profile of the English Colonies has no Indians shown or discussed except that "Town settlements had many favorable features: They were a defense against Indians ... "

On page 30: The French and Indian War is discussed briefly without giving any reason for Indian alliance with France.

Page 66: The only mention of American Indians during the Revolutionary War gives a very negative image of Indians. "Burgoyne stirred up resentment when he allowed his Indian allies 'to take scalps of the dead, when killed by your fire, and in fair opposition.' An eighteen-year old girl, Jenny McCrea, was brutally killed and scalped by the Indians."

Pages 87-88: The Land Ordinance of 1785 and the Northwest Ordinance of 1787 discuss the division and ownership of lands in the Ohio Valley and Southern lands West to the Mississippi without mentioning Indian ownership at any time.

Pages 166-168: Mentions Sacajawea and the Lewis and Clark Expedition but an illustration shows the foreign practice where "Clark sketched profiles of the Clatsop Indians. Notice the baby having his head flattenend." There is no explanantion, only as an example of (and to most students, unfamiliar) weird or repellent practices.

Page 168: Mentions the Louisiana Purchase without Indian involvement except, "At first Pike was harrassed by the Indians who feared that they would be punished by the Spaniards for permitting the Americans to enter the area. When the Indians demanded that he turn back, Pike refused. 'Warriors of his Great American Father,' he angrily declared, 'Were not women to be turned back by words.'"

Pages 186-187: Concern "The Indian Question." This very brief section details the problems of Indian removal for White settlement. A bit too sketchy. One good sentence says, "With the Indians ruthlessly thrust aside, White settlement overran the Plains." However, there is no description of the Indian issue in depth and the hardships westward expansion caused all tribes. After this section, the book shifts more to "American knowhow."

Pages 202-203: Offers a section on Indian Policy. The

Trail of Tears is mentioned with an illustration and in the text about the Cherokee flights from removal from their homelands. Division in thought is mentioned between Jackson's removal policy and non-removal, but the non-removal side is not given by an Indian.

Pages 246-247: Mentions Manifest Destiny and asks if the religious fervor of it was just to Indians who were "Promised a permanent home West of the Mississippi."

Page 370: Begins Settlement of the Great Plains with a romantic Frederick Remington painting, "Fight for the Water Hole," with the caption: "A great danger on the Plains was to be encircled by a hostile band. Predict the outcome here." This racist caption would tend to alienate the Indian student from non-Indian students. This chapter speaks the most of Indians.

Page 375: Says "In 1876, General Custer's force of 264 men was wiped out by 2,500 Sioux led by the Indian chiefs Stiting Bull, Crazy Horse and Rain-In-The-Face at the Battle of the Little Big Horn." Custer was not a general, he was a Lt. Colonel with a temporary rank of general. The Sioux were not the only Indian people who were at the battle.

Page 376: Says "The Indians lost their will to fight." Chief Joseph and the Nez Perce's heroic efforts are barely discussed except by a terrible misquote of Chief Joseph's eloquent surrender speech. It ends in this incorrect quote: "..From where the sun now stands, I will fight no more AGAINST THE WHITE MAN!" This changes the meaning completely. None of the victories are discussed that the Nez Perce gained, only the loss.

Page 376: Looks briefly at the Dawes Act and gives the reader the impression that all Indians received lands from this Act, but gave it up to Whites. It ends, "Congress in 1924 granted full citizenship to all Indians." This is roughly where all mention of Indians in the text ends, even though there are roughly 850 pages in this book. There are later mentions of Blacks, women, Asians, etc., but for the student, all Indians stopped being a part of American history over a hundred years ago in wars, or became citizens by the kindness of the United States. No mention of Alaskan Native peoples.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.11

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Holt	PEOPLE AND OUR COUNTRY, c 1978 Complete Edition or Volume I, a New History of the U.S. to 1877 Volume II, A New History of the U.S. from 1877	Risjord & Haywoode

The book does not include enough information about the Native America time period.

On a Positive Note: Did appreciate Viewpoints of History to include the Indian view of Early American History (p. 93) and the Three Views of Wounded Knee (p. 424).

One reviewer did find the book acceptable, noting as examples of good information:

- Opening chapter approaches life in detail before anglo contact.
- Civil rights protests (e.g., Wounded Knee) are explained and discussed accurately.
- Book offers a lot of sidelights such as the Sequoyah and Cherokee language story on page 217.

But: It refers students to read such books as Hiawatha (p. 27) and The Last of the Mohicans (p. 92). There are many books written about Native Americans that are non-fictional that would benefit the young reader!.

On page 275 the picture of The Trail of Tears does not depict the true picture of this tragic event in Indian History.

On page 422 the reference to the Ghost Dance is "A mixture of Indian and Christian beliefs." On page 423, it is implied that Sitting Bull was reputed to be a leader of the Ghost Dancing and that Sitting Bull was chief instead of a Medicine Man.

Holt	PEOPLE AND OUR COUNTRY, c 1978	Risjord & Haywoode

(con't)

The map on page 423 has the Klamath on the Coast; leaves off many other tribes in Oregon.

One reivewer objects to the statement on page 427: "In 1924, Congress granted full citizenship and voting rights to all Native Americans; partly as a reward for those who served in the Armed Forces during World War I," and does not state that it should have been given since the Native Americans are the "FIRST" Americans.

The only reference to Native Americans in the present day appears on pages 808-809.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.12

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Houghton Mifflin	THESE UNITED STATES, c 1978	Shenton

This book is unacceptable because of what was not written. There is a real lack of information about Indian people in the past and particularly the present. There are no "Indian heroes or heroines" for Indian children to identify with except for a couple of the usual ones--there were two brief mentions of Great Indian narrators.

The introduction to the different life styles and cultural borrowing is basically sound. It speaks of religion and Indian contributions. The basic flaw is that migration is presented as a fact, not a theory.

On a Positive Note:

On page 34 the Indian influence on the fur trade is acknowledged.

Page 50 mentions King Phillip and the 1675 War.

Page 102 mentions the Indians and the Northwest Ordinance of 1787.

Pages 188-193 give a good discussion of the Indian Removal policy of Jackson.

Page 625 refers to Indian poverty with other minorities (again on 676) .

But:

The Indian is mentioned throughout the first 350 pages but only in a passive sense; mostly in one sentence and that was concerning a war to build an American hero. In this book, the Indian stopped living in 1890 and came back to life during the poverty marches.

The Indians' role in the Revolutionary War, the Civil War, and two World Wars is not mentioned.

Not mentioned are the Citizenship Act, Termination, Relocation, and Self-Determination Policies. The contemporary Indian is not included.

(con't)

Page 134 has a map titled "Indians Give Up Their Lands 1784 to 1798." This title is objectionalbe because the land was taken by war.

Pages 146-147 mention Lewis and Clark but no Indians.

Page 156 tells how "Harrison crushed Indian resistance" and "Got the Indians living there to hand over almost three million acres." (Did they hand it over or was it taken at gun point?)

Page 157 states that "Defeat of the Indian would also open the Mississippi Valley to settlement." This is a supremist statement and also infers that the Indian never lived there.

Page 165 portrays the Seminoles in Florida as "Hostile Indians" raiding the border.

Pages 345-349 give a fair description of the Plains Wars but they are described as useless battles on the Indians' part.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

Index Number: 21.a.13

UNACCEPTABLE

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Laidlaw	A HISTORY OF OUR AMERICAN REPUBLIC, c 1979	Linden et al.

This book is rated unacceptable because of the omission of the American Indian from every part of this nation's development. It is also biased as it presents everything from an Anglo-American idea--"They" were the great carriers of civilization and society.

On a Positive Note:

The first chapter presents a sound and basically accurate picture of the early Indians. Some of the good points were the presentations on cultural similarities and political and economic systems. Some Indian contributions were listed and the Picture Portfolio on pages 31-36, and chapter questions on page 41 were also sound.

The authors have made a point to include women and blacks in every section of the book.

But:

From page 41 through the rest of the book, the Indian is rarely alluded to. For example, on page 47, Columbus is mentioned but nothing about his contact with the Indians.

In chapter 2, Indians are mentioned with French fur trade and the Spanish missions but nothing concerning their importance in the power struggle between the European nations. Chapter 3 does mention the Indian aid in agriculture, but omits all conflicts related to development of the colonies.

The Indian is not mentioned in the Northwest Ordinance of 1787, the Revolutionary War, the Lewis and Clark Expedition or the Civil War.

On page 242 there is an insert that shows how the women and Blacks fought in the Civil War and discusses how it was "Everyone's War" but totally omits the Indian.

Pages 301-303 attempt an explanation of the Plains Wars and Treaties. On page 302 the authors state that "Younger

(con't)

Tribe members, however, often refused to honor the agreements." This leaves the false impression that the younger Indians were totally responsible for the broken treaties and conflicts.

The section title, "End of Indian Tribal Life" on page 336 gives the impression that the tribes no longer exist. The discussion under this heading does not distingush between tribes, and implies that all tribal life ended because of the killing of the buffalo.

Page 348 in its discussion on Manifest Dentiny in the 1890's implies that all Indians were put on reservations--that none settled frontier lands. A false and ethnocentristic idea.

Page 540-541 has a good description of the Dawes Act and why it failed but presents the Indian Reorganization Act as a cure-all for the Indian. It does not mention tribal opposition to the IRA nor the IRA's failures. No mention is made of the Citizenship Act, Termination or Relocation Policies.

Page 642 has a chart of "Social and Cultural Developments 1960-1980." The chart lists the best movies, sports championships, the ERA, and "Roots" by Alex Haley. It fails to mention the Olympic Gold Medalist Billy Mills (Sioux) or Scott Momaday (Kiowa) who won the Pulitzer Prize for Literature.

Page 640's reference to AIM; says nothing about present day Indian developments.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.14.a

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Laidlaw	FOUNDATIONS OF FREEDOM--UNITED STATES HISTORY TO 1877, 2nd Edition, c 1977	Eibling et al.

The whole book tends to dwell on the "Indian Problem" and does not deal with them as First Americans.

Note: Believe that the statement by Red Jacket is a misquote.

Page 59 "Helps for Understanding"--needs more background to be valuable to the student.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.14.b

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Laidlaw	CHALLENGE AND CHANGE--UNITED STATES HISTORY: The SECOND CENTURY, 2nd Edition, c 1977	Eibling et al.

This book is totally unacceptable becuase of its lack of information about Indians. Its approach perpetuates myths about the American Indian; it is stereotyped in wording and illustrations, and in no way offers an authentic view of Indian culture.

On a Positive Note: Other minorities are represented--Blacks and women mentioned throughout.

BUT: The only pages dealing with Indians are: 42, 57, 74, 110-112, 303, 311, 404 and 446.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.15

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Lippincott	THE SEARCH FOR IDENTITY: MODERN AMERICAN HISTORY, c 1978 Text and duplicating master tests	Wiltz

This book is unacceptable because of the total lack of information about the Indian; because when the Indian is mentioned it is in a deameaning way; negative actions on the parts of whites are condoned, even praised, in the name of civilizing the nation.

One reviewer found it to be acceptable only becuase "Most of what is written could have been read out of newspapers, or magazines."

Note: On page 8 the theory of migration is presented as fact.

One page 10 the author attempts to describe the different Indian cultures in one paragraph.

Pages 22-23 discuss corn and tobacco in Virginia with no mention of Indians.

Lewis and Clark are mentioned, but no Indians, on page 80.

References to Indians, only 49 pages in all, are either related to war or are in other ways derogatory. Examples:

Page 25: "While colonists in Virginia were braving starvation, disease and Indian arrows ..."

Page 29-30: "Since New Amsterdam was a town of taverns and gin shops, the drunken sailors and Indians were a public nuisance."

Page 92: The Seminoles in Florida are referred to as "Outcast Indians" who stormed acorss the U.S. border "Looting and Killing."

Pages 105 and 127 use the Indian Wars to make potential presidential candidates of Harrison and Taylor.

Lippincott	THE SEARCH FOR IDENTITY: MODERN AMERICAN HISTORY, c 1978	Wiltz

(con't)

Pages 332-341: In an effort to portray the Indian through "History," the various wars are described and summed up for Indians by saying they never had a chance.

No mention is made about the actual Indian culture or contributions. Some time is taken to show Blacks in World War I and World War II, but the only reference to Indians is that they were too poor to buy war bonds.

A reviewer says of the book: "...the author and publisher should be ashamed to see it in print."

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

UNACCEPTABLE

Index Number: 21.a.17

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Macmillan	HISTORY OF A FREE PEOPLE, c 1978	Bragdon, McCutchen et al.

This text is unacceptable because of the condescending ethnocentristic attitude of the authors and the omission of many of the important roles the Indians have in American History. Although it does not glorify white America by blatantly downgrading the Indian, it still tends toward the "White man-good guy" philosophy.

The prologue sets the general tone of this book. Page xii, section 8 contains a statement of how this country is made up of many differing backgrounds and to "Pull together these varied people into a nation, Americans have had to learn tolerance... Recently, there has been progress in the treatment according distinctive minorities, such as Black people, Chicanos, and American Indians." As true as this statement is, tolerance seems to be the authors' attitude toward the Indian; they include the Indian where they have to.

On a Positive Note:

Page 8: A good description of the potlatch

Page 11: A listing of some Indian contributions

Page 415: An accurate statement is presented on the Dawes Act

Page 631: Reliable information on the Indian Reorganization Act of 1934

But: The text omits the Indian aid to the early colonists, their role in the Revolutionary, Civil, World Wars I and II, the development of the Bureau of Indian Affairs, the Indian Citizenship Act, Sand Creek or Wounded Knee Battles, the Termination Policy of the 1950's, the Alcatraz movement or the Trail of Broken Treaties. No mention is made in the text concerning the wholesale extermination of the California tribes during the Gold Rush of 1849.

(con't)

An acceptable definition of culture: "The whole way of life of a people," which in no way implies advancement or refinement, is contradicted by a later statement (p. 4) that the "Northern Indians had less-developed cultures than some of those to the South."

The entire Indian population is generalized into one group (p. 5): "Diggers, Mission Indians." The term Digger is an insult to the Indians of California because they all had tribal names and the term implies a culture that was totally dependent upon gathering roots. Many of the California Tribes fished and hunted game. Other examples of insulting statements:

Page 26: The "Indian warrior was often unreliable..Rum... destroyed Indian character and self-respect."

Page 83: "White pioneers were driving back Indians...where settled ways of living were replacing Indian warfare..."

Page 165: The "Indian menace" was "Killing thousands of men, women, and children..."

Examples of condescending statements:

Page 9: The Navahos are presented as "Famous for their blankets, their silverwork, and <u>their ability to learn new ways</u>." As though other tribes were not capable of learning? The implication is that the Indian fits the "Dumb" stereotype.

Page 11: Offers the idea that inter-marriage would help rid the land of Indians. This is stated in the context of the Church approving marriage between the Spanish and Indians, "So that the distinction between the races was gradually reduced. In the United States today probably less than one percent of the population has any Indian ancestry." Does the marriage destroy the Indian blood or does this statement relieve the extermination policy of the 1800's of any fault for the decline in the Indian population numbers? In the same section, the California Indians are referred to as a wandering, disorganized, shiftless people--implying that being peaceful is the same thing as being disorganized.

The Indian disappears until the 1960's and 1970's. Then it presents the "Red Power" movement as the total picture. This section was basically sound until the author interpreted "We simply want to run our lives our own way." This was a statement that a young Indian leader made to Congress. The author states that "Our own way" meant that many Indians wanted to retain or return to their ancient cultures, their rituals, their dances...." This isn't what the young Indian said; he was stating that the Indian wanted self-determination and not to have some one speak for him as the author did. This is the only section that deals with the contemporary Indian; no mention is made of present Indians and their accomplishments.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE

Index Number: 21.a.19.a

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Rand McNally	THE GRAND EXPERIMENT: THE CALL OF FREEDOM (Through the Civil War), c 1978	Graff & Bohannan

The text offers an unbiased, positive and accurate picture of the heritage and contributions of the Native American to the history of our nation.

Note: Page 136: Asks the question: "How might Native Americans--if they had the chance--have replied to Winthrop's 'answers?' " This gives the student an opportunity to question the taking of the lands of the Native Americans.

Page 144: In the same way, the student is provided an opportunity to question and find answers in "sorting out" question 4.

Room for Improvement: There are too few pictures of the First Americans throughout the book. Reviewer recommends that teachers use a book written by Mary Sayre Haverstock titled, Indian Gallery, The Story of George Catlin. Four Winds (c 1973).

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

Index Number: 21.a.19.b

ACCEPTABLE

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Rand McNally	THE GRAND EXPERIMENT: THE PROMISE OF DEMOCRACY (From Civil War to Present), c 1978	Graff & Bohannan

Although supplementary material is advised, particularly in regards to Pacific Northwest Indians, the book does make an honest attempt to show the history of the American Indians as an integral part of the history of America.

One reviewer finds the text unacceptable due to its disregard of Indians West of the Rocky Mountains and generally misleading information.

Note: Chapter 6 "The Other Side of the Frontier" covers major policies affecting Indians throughout the history of the U.S.

Reviewers appreciate comments made by Indians (i.e., p. 183, Manuelito; pp. 187-188, the Pueblo).

Pages 206-207: Question provoke thought for the reader.

Room for Improvement: Indians are mentioned sparsely in the book, in some cases requiring supplemental materials. Reviewers made recommendations:

Related to the removal of the Cherokee and Navajo; Removal of the Oregon (Modoc and Nez Perce) tribes can be found in: The Indian History of the Modoc War by Jeff Riddle and I Will Fight No More Forever by Beal

The Klamath and Siletz Indians of Oregon were not mentioned regarding termination (pps. 198, 200, 201); they can be found in: The Indians of Western Oregon by Steven Beckman and The Klamath Tribe by Theodore Stearns

Teachers should also refer to congressional actions H.R. 108 and Public Law 587

(con't)

Page 176: Reviewers question the use of "Chief" Sequoyah. In so many books, Indian leaders are stereotyped as chiefs as well as contributors throughout history.

Pages 188-189: Question the portrayal of Sitting Bull in Custer's Last Stand and in the Ghost Dance.

Page 179: Traveler's account does not match the impression given by the painting--painting makes Indians look well cared for!

Pages 583, 594: Reference is made to the Indian participation in the Olympic games but not followed through in later discussion.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE

Index Number: 21.a.21

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Scott Foresman	THE AMERICAN DREAM, c 1977 Hardbound text	Smith

One of the best books on U.S. History because it has dealt with positive aspects of the American Indian as well as other minorities. Describes religion, philosophies and contributions of the American Indian.

Note:

Reviewers greatly appreciated the publishing of comments made by both Native Americans and Europeans "As they saw one another" (pages 15-19--Origins--to 1877").

Page 30: The photograph of the Corn Dancer gives the reader the thought that the Native Americans are shown to have a religion along with all other Americans. It does away with the thought that Native Americans should be "Christianized."

Pages 90-93: Should give the student the idea that the Native Americans wanted "Liberty" as well as letting anyone else who wanted it to pursue it without hindrance.

Page 129: Does not lump Native Americans together. Shows that the Indians had different ideas according to tribes, for example: "Hopi beliefs on voting," the Yuma selection of leaders.

Section called "Changes--1800-1920" invites the young reader to question impressions from words such as "Squaws" and "Braves" by answering questions on page 222.

Pages 223-227: Gives "Some Indian Points of View" (Reading 7)

Pages 228-241: Includes events affecting Native Americans.

Test on page 249 gives students the opportunity to learn about the Dawes Act, Removal Act, etc.

Page 309: Puts forth the idea of the moral responsibility of Americans to the Vietnamese to include the Indians' acceptance of the Europeans.

Scott Foresman	THE AMERICAN DREAM, c 1977 Hardbound Text	Smith

Section called "Challenges--1914-1970". The question on page 591, #3, sets the student to thinking what it's like to be a minority and what problems minorities face in this day and age.

Section titled "Visions from 1970" gives the reader an accurate point of view that all minorities have been discriminated against. Also, in the statement by James Lee West, that American Indians are not a part of the Thanksgiving celebrations today as they were the first Thanksgiving.

Room for Improvement:

Pages 229 and 223 ("Changes--1870-1920") does not include the many different tribes in Oregon .

The Chapter dealing with Manifest Destiny gives the impression that the lands were gotten from other countries such as France, Britain, Russia, etc. It does not tell about the many treaties, takeovers of Indian lands. The only real low point of this book (Section titled "Origins to 1877").

Pages 230-231: Picture does not depict the true statement of the "Trail of Tears."

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

Index Number: 21.a.22.a

UNACCEPTABLE

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Scott Foresman	PROMISE OF AMERICA - THE STARTING LINE, 2nd Edition, c 1975 (Low level)	Cuban

This text does not give a good image of the American Indian. It is too brief.

Note: Page 30: Reviewer's comment: Note the description of the condition in Jamestown under the command of Sir Thomas Smith and the consequences his men met for stealing and fleeing his company. As related to the comment that many had to flee for relief to the "Savage" Indians, it would seem that Sir Thomas Smith should have been described as the savage.

The number of settlers killed by the Indians is given as 357. This kind of exact figure has a tendency to stereotype the Native American.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE

Index Number: 21.a.22.c

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Scott Foresman	PROMISE OF AMERICA - BREAKING & BUILDING, c 1975 (Low level)	Cuban

This text is associated with the American Negro and the civil rights movement.

The history of the American Indian is omitted.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE

Index Number: 21.a.22.d

Category and Grade Level: U.S. History, Grades 9 - 12

Publisher	Title and Copyright Date	Author
Scott Foresman	PROMISE OF AMERICA - SIDEWALKS, GUNBOATS AND BALLYHOO, c 1975 (Low level)	Cuban

Perhaps not applicable to the American Indian. Reviewer would like to see more literature on the subject.

Note: Page 29: Prejudiced material.

TEXTBOOK REVIEW--OREGON COMMISSION ON INDIAN SERVICES

Review Comments/Recommendations

ACCEPTABLE*

Index Number: 30.6

Category and Grade Level: Social Studies, Grades 7 - 9

Publisher	Title and Copyright Date	Author
Silver Burdett	LET FREEDOM RING, c 1977	Brown et al.

Overall this seems to be an adequate book of American history. Treatment of Indians is fair, but very sketchy. A teacher using this book should *also use a book dealing specifically with Indian history to more fully explain topics and controversies that are only touched upon in this text.

* One reviewer feels the book is unacceptable because the Indians role in United States History is inadequate and inaccurate. Therefore, it seems imperative that a supplementary text be used.

Note:

Pages 218-219: Good quote: "...when the demands of white settlers have conflicted with the legal rights of Indians, our government has not hesitated to break its legal obligations." No follow through, however,

Page 216: One paragraph explanation of the Removal Bill is good, but sketchy.

Page 231: Section titled "Indians try to hold the land" gives an all too brief mention of Tecumseh.

Pages 252, 359: Good essay thought questions.

Page 358: Good quote by Chief Joseph.

Pages 545-547: Good, but brief section on Indians in present day America.

Room for Improvement:

No date given for Indian voting rights (See section "Extending the right to vote").

Page 36: Why wasn't the Iroquois League recognized as a sovereign nation (as is the case by France and England)?

Page 40: The Indian is given a "Plus" for admiring nature but then considered "Limited by the Natural Environment". Contradiction.

IV. RECOMMENDATIONS

The Review Committee of the Commission on Indian Services recommends that:

1. The State Department of Education disseminate copies of the report to all school districts

2. The Commission on Indian Services disseminate copies of the report to all concerned Indian communities and Indian education programs

3. The Oregon Indian Education Association receive sufficient copies of the report to dissemination generally

4. Publishers receive copies of the report regarding their respective materials

5. Oregon schools overcome their present lack of accurate information about Indians by offering courses in Oregon Indian history in junior and senior high social studies instruction

6. That the review process, being successful, be utilized in other content areas as materials come up for adoption in the future.

7. That the OIEA Review Committee act as the reviewers for any texts, films and so forth for the Commission on Indian Services

8. That the State Textbook Commission draw upon the OIEA for suggested names of reviewers.

9. That the Textbook Commission adoption process by the State of Oregon be made more open to public input and involvement.

APPENDIX A

EVALUATION GUIDELINE - INDIAN EDUCATION ASSOCIATION

TITLE_____ HARDBACK_____

AUTHOR_____ PAPERBACK_____

PUBLISHER_____ FICTION____ NON-FICTION____

RECOMMENDED AGE LEVEL: CHILDREN ___ INTERMEDIATE___ SECONDARY ___ ADULT ___

Please answer the questions below:

1. Would this material help the Native American identify with and be proud of his/her heritage? Yes___No___N/A___

2. Would the material encourage a negative image of the Native American for the non-Indian reader? Yes___No___N/A___

3. Are both sides of the issue, event or problem presented? Yes___No___N/A___

4. Are there any important facts omitted? Yes___No___N/A___

5. Is the Native American stereotyped in this material:
   A. Through illustrations? Yes___No___N/A___
   B. Through wording? Yes___No___N/A___

6. Are the contributions of Native Americans to Western civilization given rightful and accurate representation? Yes___No___N/A___

7. Would this material assist in establishing a positive self-image for the Native American? Yes___No___N/A___

8. Considering the time period or setting of this material do the illustrations/situations authenticate the Indian ways of life? Yes___No___N/A___

9. Does the material perpetuate myths about the American Indian? Yes___No___N/A___

10. Is the author biased against Native American persons? Yes___No___N/A___

11. Is the author qualified to write a book dealing with the Native American? Yes___No___N/A___

12. Is this material one of literary quality? Yes___No___N/A___

13. Could this material be used in a school classroom or library to increase the awareness and understanding of Native American people? Yes___No___N/A___

Appendix A (Continued)

OREGON INDIAN TEXTBOOK REVIEW PROJECT

General Criteria for Review of Social Studies Textbooks Containing Material on American Indians

1. Is the history of the American Indian presented as an integral part of the history of the history of America, at every point of this nation's development? Yes___No___N/A___

2. Does the text explain that the first discoverers of America were those Native people whom Columbus described improperly as "Indians"? Yes___No___N/A___

3. Is the data contained in the text accurate? Yes___No___N/A___

4. Does the textbook failthfully describe the culture and lifeways of the American Indians at that time in history when the Europeans first came in contact with them? Yes___No___N/A___

5. Is the culture of the Indian described as a dynamic process, so that his social system and lifeways are seen as a developmental process rather than a static one? Yes___No___N/A___

6. Are the contributions of the Indians to the nation and the world described? Yes___No___N/A___

7. Does the Textbook accurately describe the special position of the American Indian in the history of the United States of America--socially, economically and politically? Yes___No___N/A___

8. Does the textbook describe the religions, philosophies and contributions of thought of the American Indian? Yes___No___N/A___

9. Does the textbook adequately and accurately describe the life and situation of the American Indian in the world of today? Yes___No___N/A___

10. Does the textbook adequately and accurately describe the life and situation of Oregon Indians? Yes___No___N/A___

TEXTBOOK AND THE AMERICAN INDIAN (1970)
American Indian Historical Society
Indian Historian Press Inc.
1451 Masonic Avenue
San Francisco, California 94117

Appendix A (Continued)

Based on the Responses, please summarize your evaluation of this print material.

COMMENTS_____

RATING FOR THIS MATERIAL: ACCEPTABLE____ UNACCEPTABLE_____

DATE OF EVALUATION _____

NAME OF EVALUATOR _____

TRIBE OF EVALUATOR _____

APPENDIX B

GENERAL CRITERIA CHECKLIST FOR ALL TEXTBOOKS

The following is a copy of the criteria used by the State of Oregon in their adoption process. It is felt by the Commission on Indian Services and the Oregon Indian Education Association review committee that most of the concerns regarding the portrayal of Indian people contained in social studies textbooks would fall into Category I Portrayal of People of the General Criterial Checklist for All Textbooks.

STATE TEXTBOOK COMMISSION
942 Lancaster Drive, NE
Salem, Oregon 97310

1978

GENERAL CRITERIA CHECKLIST FOR ALL TEXTBOOKS

(OAR 581-11-099, established by the State Board of Education, 1-5-78)

All textbooks, as defined in OAR 581-11-050, shall be evaluated according to their degree of compliance with the procedure and criteria presented herein.

I. PORTRAYAL OF PEOPLE

Textbooks shall be evaluated in terms of fairness and lack of stereotyping, and bias in portrayal of ethnic and minority groups, age groups, sex roles and the handicapped. TOTAL ☐

(Highest possible total: 25)

II. READABILITY

Readability (e.g., language, legibility, type size, layout) shall be appropriate to the topic and grade level. Briefs which accompany the texts shall document the readability level. TOTAL ☐

(Highest possible total: 5)

III. CONTENT

Content of texts shall:

A. Be accurate, organized and clear as to purpose ☐
B. Be relevant in terms of learning needs, experiences, and interests ☐
C. Involve students in interdisciplinary experiences which draw upon their backgrounds and values and lead to practical skill attainment ☐
D. Utilize the metric system (International System of Units) where appropriate as a primary system of measurement ☐
E. Involve students where appropriate in responsible decision-making in the six life roles: individual, learner, producer, citizen, consumer, & family member ☐
F. Incorporate where appropriate awareness of safety factors ☐
G. Stimulate and encourage critical and analytical thinking ☐

TOTAL ☐

(Highest possible total: 40)

IV. FORMAT

Format of texts shall:

A. Be attractive, stimulate student interest, and include illustrative materials which are timely, colorful, creative, appropriate and serve a definite purpose ☐
B. Be of appropriate quality and durability; i.e., covers, bindings, paper and ink ☐
C. Include, when necessary or appropriate, a table of contents, glossary, index, bibliographies and evaluation materials ☐

TOTAL ☐

(Highest possible total: 15)

V. TEACHER MATERIALS

Instructional materials for teachers shall:

A. Describe and encourage the use of effective teaching techniques without limiting the creativity of the teacher. ☐
B. Be easy to use, durable, and congruent with other program materials as well as include, where necessary or appropriate, reproductions of pages from student text, as well as answer keys and other helpful aids. ☐
C. Include activities for meeting varying pupil interests and abilities such as enrichment and reinforcement materials, individual and class projects, field trips and evaluative techniques. ☐

TOTAL ☐

(Highest possible total: 15)

MATERIAL RATED AND TOTAL POINTS

CATEGORY: _____
(Number and Name of Category)

PUBLISHER: _____

TITLE: _____

_____

_____

COPYRIGHT DATE: _____

TOTAL POINTS FOR GENERAL CRITERIA:

I. Portrayal of People ☐
II. Readability ☐
III. Content ☐
IV. Format ☐
V. Teacher Materials ☐

TOTAL GENERAL CRITERIA ☐
(Highest possible total: 100)

STATE TEXTBOOK COMMISSION
942 Lancaster Drive, NE
Salem, Oregon 97310
378-3610

1978

INSTRUCTIONS FOR USING GENERAL CRITERIA CHECKLIST FOR ALL TEXTBOOKS

Please note that two checklists are to be completed for each textbook or series:

(1) A checklist for "General Criteria for All Textbooks"
(The General Criteria Checklist is on the reverse of this page.)

(2) A checklist for "Specific Criteria" for the appropriate subject:
Home Economics, Music, or Social Studies
(The checklist for specific criteria is attached to the respective criteria for the subject.)

The total points on the General Criteria Checklist are to be transferred to the Specific Criteria Checklist where a box is provided for this; thus, the General Criteria points will be added into the Grand Total score given the text.

PROCEDURE:

1. Identify the Category, Publisher, Title, and Copyright Date of the text or series evaluated in the box provided in the lower left hand corner of the General Criteria Checklist.

2. Evaluate the text or series.

3. Determine the degree to which the text or series meets the criteria items on the General Criteria Checklist.

4. Assign a total point value to each section of the General Criteria according to the following scale:

I.	Portrayal of People	25 points, highest possible
II.	Readability	5 points, highest possible
III.	Content	40 points, highest possible
IV.	Format	15 points, highest possible
V.	Teacher Materials	15 points, highest possible
	TOTAL	100 points, highest possible for General Criteria

NOTE: If, in rating a text on either the General or Specific criteria checklists, a criteria point is not applicable to the particular text or subject, PLEASE MARK IT "N/A" (not applicable) AND GIVE IT NO NUMERICAL SCORE.

5. Record the points for each section of the General Criteria in the box in the lower right hand corner of the checklist, and total the points.

6. Transfer the General Criteria total points to the box provided on the Specific Criteria Checklist.

7. Evaluate the text or series using the Specific Criteria and record the point values according to the instructions attached to the Specific Criteria.

8. Staple the General Criteria Checklist to the Specific Criteria Checklist.

IMPORTANT: Please double-check all addition on numbers recorded in all "total" boxes. Accuracy in totaling points is extremely important.

bw

STATE TEXTBOOK COMMISSION
942 Lancaster Drive, NE
Salem, Oregon 97310
378-3610

1 9 7 8

Criteria for the Selection and Adoption of

SOCIAL STUDIES TEXTBOOKS*

(OAR 581-11-109, established by the State Board of Education, [illegible]78)

All specific criteria will be considered when evaluators examine and rate textbooks. Textbooks shall be rated according to their degree of compliance with the criteria presented herein.

SOCIAL STUDIES CATEGORIES:

Grades K-3 (Content may be extended into Grade 4)
LIVING IN HOMES, SCHOOLS, NEIGHBORHOODS, AND COMMUNITIES--with emphasis on personal development. (Materials may provide comparative studies around the world; be flexible enough to be used at whatever grade level meets the need of the individual student or class and follows sound educational practice; and be cross-discipline courses.)

Grades 4-6 (Content may be begun in Grade 3)
LIVING IN REGIONS AND NATION(S) (COMPARATIVE CULTURES--PAST AND PRESENT)

Grades 4-6: Oregon and/or the Pacific Northwest

**Grades 7-9:
Geography: Cultural, Physical, Political
United States History and Government--National Development to the Present
History and Geography of Oregon and/or the Pacific Northwest
Local and State Government
Citizenship

**Grades 9-12
United States History - (a) National Development to the Present
- (b) Beginning of the 20th Century to the Present
Citizenship
United States Government (emphasis on political institutions and behavior)
World Cultures
World History
Contemporary Issues
Economics
Sociology
Psychology

*In these criteria, wherever the word "textbook" or "text" is used, it may be construed to mean "textbooks and/or instructional materials."

**NOTE: Oregon Law (ORS 336.057) requires courses in the Constitution of the United States and in the history of the United States be given in all public and private schools and requires that the courses "shall begin not later than the opening of the eighth grade and shall continue in grades 9 through 12."

SPECIFIC CRITERIA FOR SOCIAL STUDIES

I. ILLUSTRATIONS within texts should:

A. Effectively complement the narrative; e.g., to dramatize an event or highlight major issues.

B. Reflect a balanced selection of charts, cartoons, maps, photographs, and reproductions of art appropriate to the historical setting.

C. Portray a society's various groups; e.g., ethnic, cultural, etc.

II. OBJECTIVES within texts should:

A. Be stated clearly, appropriate for the grade level, and written in terms of behavioral outcomes.

B. Balance the cognitive with the affective.

C. Be kept to a total manageable number.

D. Lead students toward developing and clarifying their views of commonly held societal values (e.g., justice, truth, honesty).

III. PRESENTATION OF CONTENT within texts should:

A. Present a variety of learner strategies; e.g., problem-solving, inquiry, decision-making skills, discovery, interpretation.

B. Aid students in developing thinking skills such as comprehension, analysis, synthesis, application and evaluation.

C. Encourage a variety of learner activities such as observation, data acquisition, independent study, discussion and committee work and writing.

D. Include a variety of approaches to complement different learning styles and abilities.

E. Present ethical issues to help students rationally evaluate their own positions on issues, etc.

F. Be well organized in a logical sequence.

G. Reflect a multidisciplinary approach.

H. Be appropriate to the student's age and level of understanding.

I. Exhibit a multiethnic, multicultural approach in depicting minority groups (including Native Americans, Black Americans, Asian Americans, Mexican Americans, Latin or Spanish Americans).

J. Adequately represent the values, mores, and cultural contributions of ethnic and racial groups.

K. Portray persons of different ethnic groups in positive social relationships.

L. Encourage students to understand the interrelationships of other cultures, economic conditions, political developments, geographic factors, and social phenomena both within and between cultures.

M. Explore career possibilities within the social sciences.

N. Encourage the use of the community as a resource.

O. Organize data according to concepts and generalizations.

P. Deal with facts as established points of view rather than absolutes.

Q. Use recent, accurate social science data.

R. Interpret historical information based upon authentic historical data.

IV. THE STYLE AND TONE of the text should reflect a recognition and appreciation of the human dignity as well as the uniqueness of various racial, ethnic, religious or geographic groups. The materials should:

A. Be free of value-laden, ethnocentric, or charged words and terminology; e.g., uncivilized, Red China, dark continent.

B. Be free of judgmental, patronizing, or condescending implications.

C. Present the way of life of a given group of people within the context of their cultural values systems.

D. Be written at a level of difficulty and abstraction appropriate to the students using them.

E. Present the roles of various religious, political, and socio-economic groups accurately and fairly.

V. LEARNER APPROPRIATENESS: Content and methodology within texts should be appropriate to students' grade and ability, and should:

A. Clearly explain new vocabulary terms and concepts within context of the reading.

B. Use chapter and marginal headings to enhance learner understanding of the content.

C. Include chapter summaries to reinforce main concepts and themes.

D. Highlight the perspectives provided by history and the social science disciplines.

E. Suggest a range of learning activities to meet students backgrounds, learning styles and abilities, including: visual and auditory learning activities, simulations which reinforce concepts, activities relating concepts to realistic situations, activities enabling students to draw upon their personal experiences and background.

F. Emphasize the range of skills found in the cognitive and affective domains.

G. Encourage the development of insights and perspectives which history and the social science disciplines provide.

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942 Lancaster Drive NE
Salem, Oregon 97310

SPECIFIC CRITERIA--SOCIAL STUDIES TEXTBOOKS--CHECKLIST

(See instructions on reverse side)

- Complete a "General Criteria Checklist" for each text or series
- Transfer the total to the box on this page
- Complete the following Specific Social Studies Criteria Checklist
- Staple completed General Criteria Checklist to this sheet

RATINGS
Excellent = 5
Above Average = 4
Average = 3
Below Average = 2
Inadequate = 1

I. ILLUSTRATIONS

A. ____
B. ____
C. ____
TOTAL ____

(Highest possible total: 15)

II. OBJECTIVES

A. ____
B. ____
C. ____
D. ____
TOTAL ____

(Highest possible total: 20)

III. PRESENTATION OF CONTENT

A. ____ F. ____ K. ____ P. ____
B. ____ G. ____ L. ____ Q. ____
C. ____ H. ____ M. ____ R. ____
D. ____ I. ____ N. ____ TOTAL ____
E. ____ J. ____ O. ____

(Highest possible total: 90)

IV. STYLE AND TONE

A. ____
B. ____
C. ____
D. ____
E. ____
TOTAL ____

(Highest possible total: 25)

V. LEARNER APPROPRIATENESS

A. ____
B. ____
C. ____
D. ____
E. ____
F. ____
G. ____
____

(Highest possible total: 35)

MATERIAL RATED AND TOTAL POINTS

CATEGORY: _____
PUBLISHER: _____
TITLE: _____
_____
_____
COPYRIGHT DATE: _____

TOTAL POINTS --SPECIFIC CRITERIA:

I. Illustrations ____
II. Objectives ____
III. Presentation of Content ____
IV. Style and Tone ____
V. Learner Appropriateness ____
GENERAL CRITERIA TOTAL: ____
GRAND TOTAL: ____

(Highest possible Grand Total: 285)

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378-3610

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INSTRUCTIONS FOR USING THE SOCIAL STUDIES CRITERIA CHECKLIST

Please note that <u>two</u> checklists are to be completed for each textbook or series:

(1) A checklist for "General Criteria for All Textbooks"

(2) A checklist for "Specific Criteria for Social Studies Textbooks"

The total points on the General Criteria Checklist are to be transferred to the Specific Criteria Checklist where a box is provided for this; thus, the General Criteria Checklist points will be added into the Grand Total score given the text.

PROCEDURE:

1. Evaluate a text or series
2. Determine the degree to which the text or series meets the criteria items on the General Criteria Checklist. (The General criteria and checklist are combined on one sheet.)
3. Assign a point value to each section of the General Criteria according to the instructions.
4. Total the points for each section of the General Criteria, record in the appropriate boxes on the General checklist, and transfer the total to the appropriate box on the Social Studies Specific Criteria Checklist.
5. Determine the degree to which the text or series meets each item of the Specific Criteria.
6. Assign a point value to each item of the Specific Criteria using the rating scale below.

NOTE: If a criteria point is not applicable to the particular text or subject, PLEASE MARK IT "N/A" (not applicable) AND GIVE IT NO NUMERICAL SCORE.

7. Total the points for each section of the Specific Criteria. Record the totals in the appropriate boxes on the checklist. Add in the total points from the General Criteria Checklist, and record the final total in the Grand Total box.
8. Staple the General Criteria Checklist to the Specific Criteria Checklist.

RATING SCALE FOR SPECIFIC CRITERIA:		
	Excellent	= 5
	Above Average	= 4
	Average	= 3
	Below Average	= 2
	Inadequate	= 1

IMPORTANT: Please double-check all additions on numbers recorded in all "total" boxes. Accuracy in totaling points is extremely important.

STATEMENT REGARDING EVALUATED TEXTBOOK

(Optional)

Evaluator: If, after completing the checklists for a text or series, you would like to make comments regarding it, please use the form below and attach it to the completed checklists.

1. Major strengths of the text or series:

2. Major weaknesses of the text or series:

3. General comments re the text or series:

Evaluator of Committee: _____ Publisher: _____

Category: _____ Title: _____